1. For this question, please go to the Dashboard and fill in the two boxes:
2. Research Question [Big Question]
3. Thesis / Main Claim / Hypothesis [Argument]

Proposition: “Individualism will continue, but the millionaire will be but a trustee for the poor; … administering [wealth] for the community far better than it could or would have done for itself. … the man who dies leaving behind him millions of available wealth, which was his to administer during life, will pass away unwept, unhonored, and unsung… Of such as these the public verdict will then be: The man who dies thus rich dies disgraced."

1. Write a “Research Question,” that lays out a broad issue raised in the text.
2. Write an Argument that expresses *your* clear position regarding the question expressed in “a” above.

For the next series of questions, choose *three*. Answer them in Noodle Tools. You will create three “Notecards.”

First, fill in the “Title (Main Idea)” box that “names” the Notecard. In this box, put both the question number and the short title of the question. For example, the first question is “2. Vanderbilt.” Be sure to name every notecard in this manner.

Second, you will fill in the “Paraphrase or Summary” box. In that box, you will paraphrase (or summarize) the words in the quotation using a minimum of *three* sentences. Put the words into “your own words.” Be thorough. Use your own words. Do not be fancy. Use short sentences.

Third, when you have completed the “Paraphrase or Summary” box, you will then write a minimum of *five* sentences in the “My Ideas” box. In that box, you will explain the larger significance of the quotation. Use the 5 W’s: who, what, when, where, why. You might also add “how.” Tell everything you know about the quotation. Try to create a smooth writing experience for the reader, but *top priority* is to maximize the degree to which you tell what you know. Use *key words*. Show off your vocabulary knowledge. What is the context of the quotation? What is the significance of the speaker in history? Why does the speaker matter? Why do the words matter? Why did we study either the words or the speaker? You might want to create a mini-outline before you write. You can do it anywhere: in the “My Ideas” box itself; in the “Paraphrase or Summary” box; on a piece of paper. (You could put it in the “Direct Quotation” box if you like since we are not using that for the test.)

1. Vanderbilt. “The life of Cornelius Vanderbilt offers a convenient guide to both the impact of these titans and the controversy that surrounded them. Born during the presidency of George Washington, he lived long enough to interact with John D. Rockefeller, Andrew Carnegie and J. P. Morgan. …. And the railroads, broadly speaking, far surpassed shipping as true examples of big business…. In 1863, amid the turmoil of the Civil War, Vanderbilt began to sell off his steamship interests in order to buy large amounts of railroad stock. He became foremost among the railroad developers.” Source: “Robber Barons or Captains of Industry?” by T. J. Stiles
2. Carnegie. “This, then, is held to be the duty of the man of wealth: First, to set an example of modest, unostentatious living, shunning display or extravagance; … and, after doing so, to consider all surplus revenues which come to him simply as trust funds, which he is called upon to administer… to produce the most beneficial results for the community—the man of wealth thus becoming the mere trustee and agent for his poorer brethren, bringing to their service his superior wisdom, experience and ability to administer, doing for them better than they would or could do for themselves….Individualism will continue, but the millionaire will be but a trustee for the poor; … administering [wealth] for the community far better than it could or would have done for itself. … the man who dies leaving behind him millions of available wealth, which was his to administer during life, will pass away "unwept, unhonored, and unsung… Of such as these the public verdict will then be: "The man who dies thus rich dies disgraced."

“Wealth” by Andrew Carnegie, North American Review (1889)

1. Kleeck., In the most thickly populated districts of New York City... little children are often seen on the streets carrying large bundles of unfinished garments, or boxes containing materials for making artificial flowers. This work is given out by manufacturers or contractors to be finished in tenement homes, *where the labor of children of any age may be utilized*….The evils of the system,-*intense competition among unskilled workers in a crowded district*, *low wages, unrestricted hours of work, irregularity of employment, and utilization of child labor,-are the very conditions which make the system possible and profitable to the employer*….So small was the pay for flowers that she forced her two younger sisters to work steadily *after school hours* until eight o'clock at night, in order that together they might earn eighty cents a day, the wages paid for making, counting and bunching 1,440 small roses. At the neighboring school it was found that both Angelina and Katherine attended regularly, but that their marks in "proficiency" were lower than their marks in "effort and deportment." Of Katharine, the younger, the teacher said, "The child is very sleepy during school hours."

“Child Labor in New York City Tenements” by Mary Van Kleeck, 1908

1. Washington. “The wisest among my race understand that the agitation of questions of social equality is the extremest folly, and that progress in the enjoyment of all the privileges that will come to us must be the result of severe and constant struggle rather than of artificial forcing. . . . It is important and right that all privileges of the law be ours, but it is vastly more important that we be prepared for the exercises of these privileges. The opportunity to earn a dollar in a factory just now is worth infinitely more than the opportunity to spend a dollar in an opera-house."

—Booker T. Washington, from Up From Slavery, 1907

1. Du Bois. “Negroes must insist continually, in season and out of season,” he wrote, “that voting is necessary to proper manhood, that color discrimination is barbarism.” W.E. B. Du Bois 1903 book The Souls of Black Folk
2. Appleby. The success of the Constitutional Convention in creating a government that reflected the country’s many viewpoints was, in Washington’s words, “little short of a miracle.” The convention, John Adams declared, was “the greatest single effort of national deliberation that the world has ever seen.”

Appleby et al *United States History and Geography*

1. Montesquieu. “[We want to create a government that does] not abuse power….[We want to establish a government in such a way that], by the arrangement of things, power checks power.” Montesquieu
2. Convention. Explain the photo below. In the “Paraphrase or Summary” explain exactly what you see, nothing more. In the “My Ideas” box, explain the significance of the picture.



1. Immigrant. "Father died in January, 1870. That changed abruptly my whole aspect of life. An older brother was to have the farm after Mother; what was I to do? . . . There was left the choice to stay home and wait for something to turn up, go out as a laborer or to learn a trade, or to sea, or to America!"

—from Recollections of an Immigrant

1. Watson. “He then sketched for me an instrument that he thought would [transmit speech], and we discussed the possibility of constructing one. I did not make it; it was altogether too costly and the chances of its working too uncertain, to impress his financial backers . . . who were insisting that the wisest thing for Bell to do was to perfect the harmonic telegraph; then he would have money and leisure enough to build air castles like the telephone.” What can you infer about the difficulties that inventors faced during the late 1800s?

—Thomas A. Watson, from “Recollections of the Birth and Babyhood of the Telephone,”

1. Industry. "Two pounds of ironstone . . . one pound and a half of coal, mined, manufactured into coke [made from burning coal with reduced oxygen] . . . one-half pound of lime, . . . [and] a small amount of manganese ore, . . . these four pounds of materials manufactured into one pound of steel, for which the consumer pays one cent."

—from Triumphant Democracy, 1893

1. Madison. The two great points of difference between a democracy and a republic are: first, the delegation [assignment] of the government, in the latter, to a *small number of citizens* elected by the rest; secondly, the greater number of citizens, and greater sphere [size] of country [America is huge and will become larger], over which the latter [republic] may be extended. The effect of the first difference is, on the one hand, to refine and enlarge the public views, by passing them *through the medium of a chosen body of citizens*, whose wisdom may best discern the true interest of their country, and whose patriotism and love of justice will be least likely to sacrifice it to temporary or partial considerations [will not fall for fads]. James Madison, Federalist 10

For the last question, please make an outline in the “Outline” box to the right of the “Notecard Tabletop.” Choose *one*.

1. Name three titans of the Second Industrial Revolution. Put the name of each titan as heading (Roman numeral I. II. III. etc.). For each person, name at least two significant facts that pertain to that person’s life. Put that information in the sub-headings (A. B. C.) For example, you might mention accomplishments, technologies or ideas associated with the person.
2. Identify at least three amendments to the Constitution. For each amendment, explain its significance and how it applies to the citizens of the United States. Give this information in at least two sub-headings for each heading.